

Brunson-Dargan Elementary

400 Wells Street
Darlington, South Carolina 29532

Grades	4-6 Elementary School	
Enrollment	293 Students	
Principal	Rhonda L. Robinson	843-398-2533
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Mr. Warren Jeffords	843-326-5970

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	9	26	85	33

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Average	Good	Yes
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

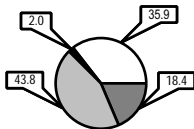
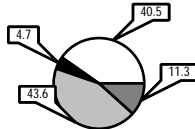
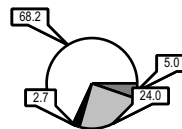
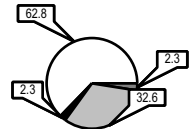
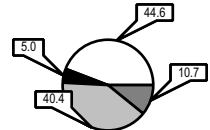
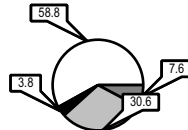
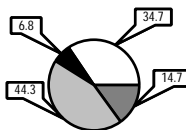
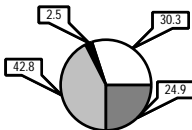
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	284	94.7	37.9	44.0	16.0	2.1	26.3	No	Yes
Gender									
Male	156	93.6	48.8	37.8	11.8	1.6	22.0	N/A	N/A
Female	128	96.1	25.9	50.9	20.7	2.6	31.0	N/A	N/A
Racial/Ethnic Group									
White	61	91.8	18.8	43.8	29.2	8.3	50.0	Yes	Yes
African American	221	95.5	42.5	44.6	12.4	0.5	20.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	210	100.0	33.5	43.2	20.5	2.7	32.4	N/A	N/A
Disabled	74	79.7	51.7	46.6	1.7	0.0	6.9	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non–Migrant	284	94.7	37.9	44.0	16.0	2.1	26.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non–Limited English Proficient	284	94.7	37.9	44.0	16.0	2.1	26.3	N/A	N/A
Socio–Economic Status									
Subsidized meals	255	94.1	41.9	45.6	12.1	0.5	20.5	No	Yes
Full–pay meals	29	100.0	7.1	32.1	46.4	14.3	71.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	284	94.7	38.7	44.9	11.5	4.9	28.4	No	Yes
Gender									
Male	156	93.6	44.9	37.8	13.4	3.9	28.3	N/A	N/A
Female	128	96.1	31.9	52.6	9.5	6.0	28.4	N/A	N/A
Racial/Ethnic Group									
White	61	91.8	16.7	47.9	22.9	12.5	43.8	Yes	Yes
African American	221	95.5	44.6	44.0	8.8	2.6	24.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	210	100.0	31.4	48.6	14.1	5.9	34.6	N/A	N/A
Disabled	74	79.7	62.1	32.8	3.4	1.7	8.6	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non–Migrant	284	94.7	38.7	44.9	11.5	4.9	28.4	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non–Limited English Proficient	284	94.7	38.7	44.9	11.5	4.9	28.4	N/A	N/A
Socio–Economic Status									
Subsidized meals	255	94.1	42.3	45.6	9.3	2.8	23.3	No	Yes
Full–pay meals	29	100.0	10.7	39.3	28.6	21.4	67.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	284	89.1	68.1	24.1	5.1	2.7	7.8
Gender							
Male	156	86.5	69.1	22.8	5.9	2.2	8.1
Female	128	92.2	66.9	25.6	4.1	3.3	7.4
Racial/Ethnic Group							
White	61	86.9	37.7	37.7	13.2	11.3	24.5
African American	221	89.6	76.2	20.8	3.0	0.0	3.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	210	100.0	64.9	25.4	5.9	3.8	9.7
Disabled	74	58.1	76.4	20.8	2.8	0.0	2.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	89.1	68.1	24.1	5.1	2.7	7.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	284	89.1	68.1	24.1	5.1	2.7	7.8
Socio-Economic Status							
Subsidized meals	255	88.2	73.5	22.2	3.5	0.9	4.3
Full-pay meals	29	96.6	22.2	40.7	18.5	18.5	37.0

Social Studies							
All Students	284	89.1	62.6	32.7	2.3	2.3	4.7
Gender							
Male	156	86.5	63.2	30.9	3.7	2.2	5.9
Female	128	92.2	62.0	34.7	0.8	2.5	3.3
Racial/Ethnic Group							
White	61	86.9	45.3	37.7	7.5	9.4	17.0
African American	221	89.6	67.3	31.7	1.0	0.0	1.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	210	100.0	56.8	38.4	2.2	2.7	4.9
Disabled	74	58.1	77.8	18.1	2.8	1.4	4.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	89.1	62.6	32.7	2.3	2.3	4.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	284	89.1	62.6	32.7	2.3	2.3	4.7
Socio-Economic Status							
Subsidized meals	255	88.2	67.8	29.6	1.7	0.9	2.6
Full-pay meals	29	96.6	18.5	59.3	7.4	14.8	22.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	100.0	17.0	52.7	29.5	0.9	30.4
	5	99	100.0	37.6	50.5	10.8	1.1	11.8
	6	114	100.0	61.3	30.2	7.5	0.9	8.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	83	89.2	29.9	47.8	19.4	3.0	22.4
	5	100	98.0	31.8	47.7	19.3	1.1	20.5
	6	101	96.0	50.0	37.5	10.2	2.3	12.5
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	100.0	29.5	35.7	25.0	9.8	34.8
	5	99	100.0	37.6	46.2	16.1	0.0	16.1
	6	114	100.0	33.0	47.2	17.0	2.8	19.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	83	89.2	40.3	38.8	14.9	6.0	20.9
	5	100	98.0	38.6	42.0	13.6	5.7	19.3
	6	101	96.0	37.5	52.3	6.8	3.4	10.2
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	100.0	61.6	32.1	4.5	1.8	6.3
	5	99	100.0	76.3	17.2	5.4	1.1	6.5
	6	114	100.0	79.2	18.9	1.9	0.0	1.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	83	84.3	69.3	22.7	5.3	2.7	8.0
	5	100	92.0	61.1	27.8	7.8	3.3	11.1
	6	101	90.1	73.9	21.7	2.2	2.2	4.3
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	117	100.0	37.5	55.4	6.3	0.9	7.1
	5	99	100.0	60.2	35.5	3.2	1.1	4.3
	6	114	100.0	72.6	23.6	3.8	0.0	3.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	83	84.3	68.0	28.0	2.7	1.3	4.0
	5	100	92.0	47.8	44.4	3.3	4.4	7.8
	6	101	90.1	72.8	25.0	1.1	1.1	2.2
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 293)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.1%	Down from 1.2%	3.9%	2.8%
Attendance rate	95.9%	Down from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%	Down from 11.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%	Down from 9.7%	0.0%	0.0%
Eligible for gifted and talented	2.7%	Down from 3.3%	4.1%	10.4%
On academic plans	59.7%	N/AV	47.1%	33.6%
On academic probation	0.0%	N/AV	1.9%	1.0%
With disabilities other than speech	24.0%	Down from 24.6%	7.2%	7.5%
Older than usual for grade	2.4%	Down from 3.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	28.6%	Down from 33.3%	51.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	21.1%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	14.3%	Up from 0.0%	2.3%	0.0%
Teachers returning from previous year	70.5%	Down from 77.9%	84.6%	87.3%
Teacher attendance rate	89.2%	Down from 96.2%	94.6%	94.9%
Average teacher salary	\$42,271	Up 3.9%	\$41,445	\$42,485
Prof. development days/teacher	13.6 days	Up from 8.9 days	14.0 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 22.0 to 1	16.5 to 1	18.6 to 1
Prime instructional time	82.5%	Down from 90.4%	88.5%	89.7%
Dollars spent per pupil*	\$7,035	Up 6.7%	\$7,486	\$6,557
Percent of expenditures for teacher salaries*	58.5%	Up from 55.9%	61.5%	64.0%
Percent of expenditures for instruction*	63.0%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.4%	Down from 97.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Brunson-Dargan Elementary School is centrally located in Darlington, South Carolina, and served a population of approximately 284 students in grades 4 through 6 during the 2005-2006 school year. 70.4% of these students are African American, 21.9% Caucasian, .3% Hispanic, and .3% American Indian. 89.2% of these students received free or reduced lunches.

To ensure a school-wide focus on the academic needs of children, we continued implementation of the Teacher Advancement Program (TAP) during the 2005-2006 school year. The TAP model afforded all of our teachers opportunities to engage in ongoing collaborative professional development. The process is data-driven and is facilitated by master teachers who guide teachers through the implementation of effective, research-based instructional strategies for school-wide implementation. In addition, we continued to implement innovative instructional delivery models that included Balanced Literacy, Math Solutions, Daily Math Board, and literacy groups. All students had access to the individualized, computer-assisted SuccessMaker program, and several of our students participated in after-school programs to accelerate learning. One of these was a continuation of a partnership with the B & L Homework and Learning Center and the 21st Century Community Learning Center initiative. Throughout the year, teachers used data from various assessments to include classroom assessments, the Palmetto Achievement Challenge Test (PACT), district benchmark tests, the SuccessMaker computer lab, TAP pre and post-cluster cycle assessments, the Dominie assessment for reading, and Measures of Academic Progress (MAP) assessment to inform and plan for all instructional programs.

We began our initial implementation of the Positive Behavioral Interventions and Supports (PBIS) model this year to instill within our children positive character traits. Our school-wide focus was on the demonstration of the five following values in all settings: Integrity, Accountability, Pride, Respect, and Commitment. We also implemented another character education program utilizing the All Stars curriculum for 6th grade students through our partnership with Rubicon, a substance abuse community agency.

Other highlights of the school year included having Mrs. Tammy Peterson efficiently serve as our 2005-2006 Teacher of the Year. One of our fifth grade students earned the honor of being selected as the district's Lt. Governor's Writing Contest winner, and our fifth grade students traveled to Washington, D.C. to gain hands-on knowledge of social studies standards. Finally, several of our students received accolades throughout the school year after having earned honors such as the Darlington Kiwanis Terrific Kids, Honor Roll, and poetry contests awards.

At Brunson-Dargan Elementary School, we believe that each child has the potential to achieve success. We remain committed to providing a safe learning environment that nurtures our children and enables them to become productive members of society.

Rhonda L. Robinson, Principal

Dorothy Jacobs, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	85	35
Percent satisfied with learning environment	86.4%	74.1%	77.1%
Percent satisfied with social and physical environment	59.1%	76.2%	70.6%
Percent satisfied with school-home relations	17.4%	75.3%	79.4%

*Only students at the highest elementary school grade level at this school and their parents were included.